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ABSTRACT

This guide provides faculty at Westark Community College (WCC) with information regarding the resources for professional development available to them. Section I explains how staff members may advance on the Faculty Salary Scale by earning Continuing Education Units (CEU's). Section II outlines procedures for obtaining Faculty Development Committee funds through the faculty development travel and minigrant programs. Section III describes two organizations which provide a variety of staff development resources and services: the Instructional ACCTion Center (IAC) and the National Institute for Staff and Organizational Development (NISOD). Section IV reveals a variety of workshop opportunities available on- and off-campus by WCC's Director of Staff Development, the IAC, and NISOD. Section V lists the materials housed at WCC's Office of Staff Development related to instructional planning, design, and theory; instructional strategies and skills; and discipline-oriented subjects; outlines the contents of the Office's reading files; and describes the self-study packages available through the Office. Section VI explores possibilities for graduate course work at the University of Arkansas, Arkansas State University, and Northeastern Oklahoma State University. Section VII briefly describes some of the services available through WCC's Learning Resource Center. Appendices offer multiple copies of the CEU proposal, travel fund request, and minigrant proposal forms. (AYC)

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Faculty Resource Guide

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Westark Community College

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INTRODUCTION

During the last few years, the opportunities, services, and resources available to faculty for professional growth have grown considerably. However, a complete single source listing and explanation of these developments has not been available. It is my purpose, therefore, in this resource guide to provide you with information regarding the resources that are available to you for professional development and how to go about utilizing them.

If you should have any questions about an item in this booklet or if you would like to discuss any ideas that you have regarding your professional development, please drop by my office, Vines 112A, or call me, at Ext. 222.

I hope that you find this information helpful.

Gordon E. Watts

Gordon E. Watts
Director of Staff Development

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S E C T I O N I

SALARY ADVANCEMENT THROUGH CEU's

Any Westark staff member whose salary is determined by the Faculty Salary Scale may earn advances on that scale by earning CEU* credits.

General Guidelines:

1. Advances can be earned at the rate of 1 semester hour for every 2 CEU's. A maximum of 12 CEU's or 6 semester hours can be used to advance from one step or level on the scale to the next.
2. Any salary increases earned through the accumulation of CEU credits will be applied during the first contract period of the fiscal year following the year in which the CEU's were earned.
3. CEU credits earned beyond 12 can be accumulated and used on the next level.
4. CEU credits may be earned by:

    a. participating in on-campus staff development activities (workshops, seminars, etc.). The Faculty Development Committee is responsible for approving the CEU credits offered for any particular activity. Any staff member completing the activity, then, will automatically be awarded the CEU credits.
    b. participating in any other activity on or off campus, that an instructor feels has the potential for professional development. However, in order to be awarded the CEU credit for advancement on the salary schedule, the instructor must request prior approval from the Faculty Development Committee by submitting a brief proposal.

Proposal Procedures:

1. Complete a proposal using the CEU Proposal Form found in APPENDIX A.
2. Submit 8 copies of the CEU Proposal Form to the Director of Staff Development.

Proposal Guidelines:

1. Proposals should be approved prior to starting the proposed activity.
2. Proposals cannot be submitted for any activity for which the institution pays the expenses. (e.g., travel to a conference or workshop)
3. If the proposal is for a workshop, conference, or seminar, please attach a copy of the program or agenda to the proposal.
4. Two or more faculty members may submit a joint proposal.

*CEU-Continuing Education Unit- a nationally standardized unit equivalent to 10 contact hours of instruction.

FUNDS AVAILABLE FROM THE FACULTY DEVELOPMENT COMMITTEE

For the 1980-81 academic year, approximately $3,500.00 is available for various faculty development activities and projects. Funds are directly available to faculty members to support travel and instructional development projects. The procedures for obtaining these funds are outlined below. For your convenience, several application forms are provided in APPENDIX B and C.

Faculty Development Travel Program

The Faculty Development Committee will release travel funds to faculty members for travel to visit other community colleges, to attend conferences, seminars, and workshops, or to engage in other appropriate professional development activities.

Application Procedures:

1. Submit a request for travel using the Travel Fund Request Form. (APPENDIX B)
2. Submit 8 copies of the Travel Fund Request Form to the Director of Staff Development.

Travel Fund Guidelines:

1. If the travel is for a conference, seminar, or workshop, please attach a copy of the program or agenda to the Travel Fund Request Form.
2. Within two weeks of the completion of the travel, submit a written assessment of the travel to the Faculty Development Committee.

Faculty Development Mini-Grant Program

The Faculty Development Committee will award grants to faculty members for instructional development or curriculum development projects. The grants can be used for projects that the faculty member has not previously tried and which could not be done without some small financial support not available through the regular budget process.

Application Procedures:

1. Submit a project proposal using the Mini-Grant Proposal Form. (APPENDIX C)
2. Submit 8 copies of the Mini-Grant Proposal Form to the Director of Staff Development.

Mini-Grant Guidelines:

1. Mini-Grant proposals should not exceed $500.00.
2. Proposals will be considered at any time during the academic year.
3. Although the project may continue longer than June 30, of a particular academic year, approved funds should be encumbered or spent prior to that date.
4. Upon project completion, a written report on the project must be submitted to the Faculty Development Committee. Ten per cent of the proposed funding will not be released until the written report is submitted unless the project extends beyond June 30, 1980. In that event, the Director of Staff Development should be notified.
5. A faculty member proposing a project that would entail summer work should be on contract for that next academic year.
6. Two or more faculty members may submit a joint proposal.
7. Acceptable budget items could include:

Expendable supplies and materials	A-V software
Communications (phone, postage, etc.)	Computer software
Small equipment (less than $250.00)	Student assistance
Books	

S E C T I O N III

ORGANIZATIONS

Westark is a member of two organizations that provide us with a variety of resources and services related to instructional and staff development. A description of each follows:

ACCTion CONSORTIUM - INSTRUCTIONAL ACCTion CENTER

The Instructional ACCTion Center (IAC) is a consortium of 38 two-year colleges across the United States whose purpose it is to provide technical assistance to member institutions in designing and implementing instructional improvements. The IAC provides on campus workshops and consultation services to Westark at no charge. WCC also receives approximately $1,500.00 which can be used to hire consultants, to cover travel costs to IAC workshops, or to cover other travel such as visiting other community colleges.

The IAC is located at Tri-County Technical College in Pendleton, South Carolina. Housed in their offices is a resource library of professional literature and media of interest to all community college personnel. The holdings cover 37 different general content areas and include 900+ books, 1000+ file entries, 150+ cassette tapes, 10 films, 300 microfiche, 130 instructional modules, 70+ filmstrips or filmstrip/cassette 5 video-tapes, and 21 professional journals. A complete listing of these materials entitled Holdings is located in my office. Anyone may, after consulting Holdings, check out any of the materials listed for 1 month.

The IAC urges its members to appoint a team of "instructional specialists" to help coordinate activities between the center and the college. The specialists also receive training to help them assist others at their institution in instructional development. Besides myself, the instructional specialists for Westark are Martha Efurd, Fred Hop, and ——— . We will soon be preparing a plan for Westark's 1980-81 involvement with ACCTion and will share it with you when it is complete. In the meantime, a description of the workshops that will be available to us through the IAC is listed in the workshop section of this guide.

THE NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT

Based at the University of Texas at Austin, the National Institute for Staff and Organizational Development (NISOD) serves 150 community colleges in the U.S. and Canada. Each year NISOD provides us with 100 copies of each of 6 issues of the consortium newsletter LINKAGES which highlights consortium activities and news of special and interesting developments at member schools.

Westark also receives 100 copies of INNOVATION ABSTRACTS. These practical guidesheets offer tips on successful practices from across the country, summaries of relevant current research, and other "state of the art" information. INNOVATION ABSTRACTS are published weekly during the regular school year. Copies of both LINKAGES and INNOVATION ABSTRACTS are distributed to faculty and staff members through the campus mail on a regular basis.

A third service that NISOD provides is their CREATIVE TEACHING SERIES which are instructional booklets constructed to take the reader through all the steps and practice necessary to learn a new skill important to the instructional process. We receive 12 of these each year. The titles of the modules are listed in the materials resource section of this resource guide.

Finally, we can avail ourselves of workshops conducted by NISOD staff members either on campus or at other community colleges within our region. The workshops available are listed in the workshop section of this guide.

S E C T I O N IV

WORKSHOPS

Listed below are a number of workshops that I conduct from time to time on our campus.

A variety of workshop opportunities are available to you both on-campus and off-campus. A complete listing of those is provided below in three parts. The first of those parts describes the workshops that I conduct from time to time. Next are those workshops available through ACCTion. NISOD can conduct workshops on a wide range of topics and those are described in the 3rd part.

If you are interested in having me conduct a particular workshop or having one of the NISOD workshops here please let me know and I'll make the necessary arrangements.

Also, I will list other workshop, conference, and seminar opportunities in the monthly STAFF DEVELOPMENT NEWSLETTER.

A. ON-CAMPUS WORKSHOPS CONDUCTED BY Gordon Watts

1. Workshop Title: Community College Orientation Seminar

Objectives:

Upon completing this program, participants will have increased their knowledge and understanding of the history, purposes, programs, personnel, and problems of the community college.

Description:

The first portion of the program is a self-instructional module on the history, characteristics, and functions of the community college. The remainder of the program consists of four 2-hour seminars focusing on topics related to all areas of the community college.

2. Workshop Title: Critical Moments in College Teaching

Objectives:

Upon completing the program, participants will have improved their ability to effectively handle a variety of problem situations involving students.

Description:

Participants will view commercially prepared video-tapes that present problem situations that instructors often encounter when working with their students. After viewing each segment, the participants will develop, through discussion and role playing, effective methods of resolving those problem situations.

3. Workshop Title: Increasing Student Motivation and Responsibility

Objectives:

Upon completing the program, participants:
a. Will have increased their knowledge of motivational theories as well as instructional practices and behaviors that motivate students.
b. Will have increased their knowledge of the concept of control expectancy.
c. Will be able to demonstrate proficiency in utilizing the principles of reality therapy in dealing with students.

Description:

Lecturette sessions reinforced with role playing will be utilized to teach concepts of classroom motivation and responsibility. After practicing the concepts with their own students, the participants will attend follow up sessions for reinforcement and clarification.

4. Workshop Title: Instructional Exploration Seminar

Objectives:

Upon completing the seminar, participants:
a. Will have increased their awareness of their own assumptions and practices in five areas of their instruction.
b. Will have increased their knowledge of alternative instructional techniques.
c. Will have increased their knowledge of emerging issues and concepts in instruction.

Description:

The seminar will be divided into three segments. In the first segment, a special set of video-tapes entitled "College Classroom Vignettes" will be utilized together with group discussion to explore the following five aspects of teaching: utilizing questions, moderating disagreements, clarifying ideas, analyzing questions, and lecturing.

The second and third segments will feature brief presentations and group discussion. Alternative instructional techniques, their strengths, weaknesses, uses, and abuses will form the content of the second segment, while the content of the third will be new concepts and emerging issues in the instructional area.

B. WORKSHOPS AVAILABLE THROUGH ACCTion

1. Workshop Title: Materials Development and Evaluation

Objectives:

Participants will:
1. Develop instructional materials for one section of a course, including necessary media.
2. Develop a student evaluation instrument consistent with the learning objectives.

3. Plan a strategy to test the effectiveness of the project with students.
4. Evaluate two projects developed by other participants.

Description:

Participants in these workshops will develop instructional material for a section of a course of their choice. Consultants in adult learning theory, media design and evaluation will assist. Prior to arriving, participants will make careful preparations so that workshop time will be devoted to actual material development.

Dates: January 6-8, 1981

Location: Westark

Special Note: This workshop is limited to 15 participants. Prior to attending this workshop, participants will:

1. Choose a section of a course for which materials will be developed.
2. Write learning objectives in competency-based terms for students.
3. Identify resources which are needed.

2. Workshop Title: Emerging Directions in Instructional Technology

Objectives:

Participants will be able to:
1. Identify critical decision points and questions involved in implementing the use of technology related delivery systems.
2. Evaluate their own experience with the use of technology as a learning strategy.
3. Increase their awareness of the uses of instructional technology.
4. Identify resources that would facilitate the adoption of instructional technology on their respective campuses.

Description:

This workshop will focus on those technological advancements which are providing the community college with new and exciting instructional delivery systems. Primary emphasis will be on instructional television and computer assisted and computer managed instruction. Also included will be the use of the telephone and radio.

Dates: January 19-22, 1981

Location: Dallas, Texas

3. Workshop Title: Instructional Program Evaluation

Objectives and Description unavailable at this time.

Dates: February 17-19, 1981

Location: Charlotte, North Carolina

4. Workshop Title: Increased Retention Through Effective Academic Advising

Objectives:

Each counselor/instructor team will develop a model plan for academic advising on their campus by:

1. Delineating responsibilities that counselors and academic advisors should assume in the advising process.
2. Devising strategies for gathering information on assessment of academic skills, study skills, and learning styles, and for communication of this information from counselor to faculty.
3. Determining what information should be communicated by faculty to counselor or by faculty to advisor and devising a communications system for the flow of information.
4. Devising a strategy for collecting data to evaluate the effectiveness of the academic advising process.

Description:

This workshop is planned for a counselor-instructor team from each participating college. The focus will be on delineation of counselor/academic advisor responsibilities; and on the sharing of available information between counselors and faculty members which enable them to function as a team. Sessions will include assessing academic skills, study skills, and learning styles; opening communications between counselors and faculty; working together to help students attain affective goals; and collecting data for evaluation.

Dates: April 28, 29, and 30, 1981

Location: Cincinnati, Ohio

5. Workshop Title: Part-Time Faculty Development

Objectives and Description unavailable at this time.

Dates: June 9-11, 1981

Location: Nashville, Tennessee

C. WORKSHOPS AVAILABLE THROUGH NISOD

1. Workshop Title: Adjunct Faculty Concerns

Description:

The questions administrators are challenged by with regard to adjunct faculty as we approach the 1980's are growing more numerous and complex. How do we interview, select, support, communicate with, provide feedback to, and evaluate part-time staff? How do we motivate and reward adjunct faculty? Do we use the same quality control criteria in our dealings with them as we do with full-time? What about office space and office hours? How do we make sure our adjunct staff know they are valued?

In this workshop, we will explore varying alternatives to meet these challenges--ones you are using now and ones being tried across the country. We will also discover new possibilities and begin to develop collaborative plans of action relevant to your individual settings.

2. Workshop Title: Analyzing Teaching Techniques: Videotaping and Microteaching to Improve Instruction

Description:

Have you ever wished you could sit in the audience and be a student in your own class? Do you wonder, "Am I really getting this across? Is the class interesting? Do the students feel free to ask questions and get involved?"

Microteaching is one way to answer some of these questions. This workshop offers an opportunity to view a small sample of your teaching, give and receive feedback, identify strengths and areas for change, and try out the changes you identify.

3. Workshop Title: Building Successful Communication in the Classroom

Description:

Since there are always several ways to present the same materials in the classroom, it is important to have a sense of your teaching style and to learn new ways to vary that style from time to time. This one-day workshop offers an opportunity for fresh self-analysis, for developing practical strategies to enrich your style and finding variations when appropriate. We will consider how teaching and learning styles may be correlated. No attempt is made to designate a "best" style, but rather sharpen a dominant style and develop auxiliary techniques. The main features of the day are:

1. Self-analysis of teaching style (using instrumentation and recall techniques)
2. Practice of new strategies.
3. Creative input from colleagues.

4. Workshop Title: Communication Skills

Description:

This workshop is designed to help participants increase their effective use of communication, problem-solving and team-building skills.

5. Workshop Title: Creating a Positive Learning Environment

Description:

This workshop is designed to offer today's classroom teacher access to new retention strategies.

6. Workshop Title: Improving Student Retention

Description:

As a result of this workshop participants will plan ways that both individuals and the institution as a whole can make a difference in increasing student retention.

7. Workshop Title: Leadership Styles

Description:

This workshop is designed to offer anyone in a leadership role--whether of a class, campus component, or college--access to strategies to determine his/her leadership style and to discover alternative behaviors to enhance this style.

8. Workshop Title: Locus of Control

Description:

Students come to us with an array of needs and characteristics--especially our non-traditional students. More and more, we seek to respond to the whole person. In this workshop we hope to review important ability and motivational factors affecting the student and to focus on one primary concept--locus of control. This element may be crucial if we are to motivate a "high risk" student to act successfully in a learning environment.

9. Workshop Title: Personalized Competency Based Curriculum Development

Description:

The participants will be able to identify and define major components of personalized competency based instruction, will identify what they are now doing that is part of a personalized competency based instructional approach and areas of difference, and will plan for personal use of CBE.

10. Workshop Title: The Role of the Administrator in Managing Change

Description:

Seldom in the course of the daily work of a community college administrator is there an opportunity to pause and reflect on her/his role in managing change. Rather, she/he is forced to cope daily with the effects of the rapid change so typical now of community college life. Administrators will have an opportunity to discuss how they see their role in managing change. They will look at institutional priorities and potential staff development needs to meet those goals.

11. Workshop Title: Utilizing Human Resources Effectively
(Leadership skills, team building, decision making)

Description:

Topics included in this workshop are behavior and personality; decision making, team decision making; team consensus; team size, membership, and use of time; some possible impediments to effective use of team resources; and application of team principles in an organizational setting.

S E C T I O N V

MATERIAL RESOURCES

Listed in this section are a variety of instruction related materials available in my office. The materials are organized into 5 parts (A-E), the first three of which are categories of materials related to instruction--instructional planning, design, and theory; instructional strategies and skills; and discipline oriented materials. The fourth part (D) is a listing of topics for which I have developed reading files. You may borrow any of these materials from my office at any time during the year.

As an incentive to utilize these materials, there are two approved self-study programs through which you can earn CEU's by designing, with my assistance, a personalized program of instructional improvement. The details of the programs are found in the fifth part (E) of this section.

A. INSTRUCTIONAL PLANNING, DESIGN, AND THEORY

1. The following materials are complete sets of materials containing from 5 to 15 self-instructional units each of which focuses on a different aspect of instructional design.

   a. Competency Based Teacher Education - 10 instructional units utilizing a workbook, filmstrips, and cassettes.
   b. Designing Effective Instruction - a 15 unit series utilizing a workbook, filmstrips, and cassettes.
   c. Designing More Effective College Instruction - a 5 unit series prepared in workbook form only.
   d. Performance Based Teacher Education - a 6 unit workbook series emphasizing vocational and technical instruction.
   e. Teaching Effectively - a 6 unit series combining workbook, slides, and cassettes.

2. GENERAL INFORMATION ON INSTRUCTIONAL PLANNING, DESIGN, AND THEORY

   Books/Book Chapters/Pamphlets

   1. Toward Instructional Accountability by J. Roueche and B. Herrscher
   2. Accent on Learning by P. Cross
   3. Instructional Systems by B. Banathy
   4. A Modest Proposal: Students Can Learn by J. Roueche
   5. "Theory and Design of Instruction," Section I, Teaching in Higher Education
   6. "Employing Instructional Systems," Chapter 1, Teaching Strategies for the College Classroom
   7. Developing Vocational Instruction by R. Mager and K. Beach
   8. "Planning for Teaching," Chapter 3, College Teaching Today
   9. Learning, Cognition, and College Teaching by W. McKeachie (Ed)

   Self-Instructional Modules

   1. Individualizing Instruction
   2. Toward Learner Centered Instruction

Slide/Tape Materials

1. A Systematic Approach to Teaching, Unit 1, Teaching Effectively
2. Establishing Conditions for Learning, Unit 6, Teaching Effectively

Filmstrip/Tape Materials

1. Individualizing Instruction, Unit 4, Competency Based Teacher Education
2. Principles of Learning, Unit 7, Competency Based Teacher Education

3. INSTRUCTIONAL OBJECTIVES

Books/Book Chapters/Pamphlets

1. Learning Objectives for Individualized Instruction: Language Arts
2. Objectives for Instruction and Evaluation by R. Kibler, et. al.
3. Taxonomy of Educational Objectives: Cognitive Domain by B. Bloom
4. Taxonomy of Educational Objectives, Handbook II: Affective Domain by D. Krathwohl, et. al.
5. "Clarifying Objectives," Chapter 1, On College Teaching

Self-Instructional Modules

1. Classifying Behavioral Objectives
2. Setting Objectives
3. Useful Instructional Objectives
4. Writing Higher Level Learning Objectives: The Cognitive Domain
5. Writing Behavioral Objectives in the Affective Domain
6. Developing Student Performance Objectives

Slide/Tape Materials

1. Defining Objectives, Unit 2, Teaching Effectively

Filmstrip/Tape Materials

1. General Goals, Affective Objectives, and Cognitive Objectives, Unit 2, Designing Effective Instruction
2. Main Components of an Objective: Behavioral Terms, Conditions, Standards, Unit 3, Designing Effective Instruction
3. Classification of Objectives: Verbal, Discrimination, Motor Performance, Unit 4, Designing Effective Instruction
4. Influence of Objectives on Content, Unit 12, Designing Effective Instruction
5. Developing Objectives and Deriving Content, Unit 13, Designing Effective Instruction

B. INSTRUCTIONAL STRATEGIES AND SKILLS

1. CLASSROOM DISCUSSION

Books/Book Chapters/Pamphlets

1. "Discussion," Chapter 15, Instructional Techniques in Higher Education
2. "Leading Discussions," Chapter 3, On College Teaching
3. "Discussion," Chapter 6, The Craft of Teaching
4. "Organizing Effective Discussion," Chapter 5, Teaching Tips
5. "Discussion Methods," Chapter 8, College Teaching Today

Self-Instructional Modules

1. Conducting Discussions
2. Conducting Group Discussions, Panel Discussions, and Symposiums

Video-Tape

1. Moderating Disagreements Among Students

2. CLASSROOM QUESTIONING

Books/Book Chapters/Pamphlets

1. Classroom Questions: What Kind? by N. Sanders
2. "Facilitating Inquiry," Chapter 5, Teaching Strategies for the College Classroom
3. "Learning to Question," Chapter II-3, Teaching in Higher Education
4. "Questioning Strategies," Chapter 7, College Teaching Today

Self-Instructional Modules

1. Employing Oral Questioning Techniques
2. Questioning as a Teaching Tool

Video-Tapes

1. Analyzing Questions Before Answering Them
2. Helping Students Clarify Ideas
3. Using Questions to Stimulate Discussion

3. INSTRUCTOR/STUDENT RELATIONSHIPS

Books/Book Chapters/Pamphlets

1. Developing Attitude Toward Learning by R. Mager
2. Helping Students Learn by H. Stanton
3. "Interpersonal Skills," Chapter 8, Accent on Learning
4. "Working With Older Students," Chapter 13, On College Teaching
5. Handbook on Adult Learning by J. Lindquist and T. Clark
6. "Motivation, Learning, and Cognition in the College Classroom," Chapter 23, Teaching Tips

Self-Instructional Modules

1. Assessing Student Opinions of the Learning Experience
2. Confronting Student Attitudes
3. Developing Opinion, Interest, and Attitude Questionnaires
4. From Here to Internality: A Function of Learning Groups in the Community College Classroom
5. Improving Instructor-Student Relationships
6. Improving Student Motivation
7. Student Behavior and Attitudes: The Affective Domain
8. What Teachers Can Do When Students Have Problems: Helpful Styles of Listening and Responding

Slide/Tape Materials

1. The Adult Learner, Unit 5, Teaching Effectively

Filmstrip/Tape Materials

1. Building a Positive Learning Climate in the Classroom, Unit 6, Competency Based Teacher Education

4. LECTURING

Books/Book Chapters/Pamphlets

1. "The Lecture," Chapter II-1, Teaching for Higher Education
2. "Communicating Through Lectures," Chapter 2, Teaching Strategies for the College Classroom
3. "Lecture," Chapter 9, Instructional Techniques in Higher Education
4. "Lecturing," Chapter 2, On College Teaching
5. "The Lecture as Discourse," Chapter 5, The Craft of Teaching
6. "Lecturing," Chapter 4, Teaching Tips
7. "Lecture Methods," Chapter 10, College Teaching Today

Self-Instructional Modules

1. Lecturing
2. The Lecture Method
3. Effective Classroom Presentations

Video-Tapes

1. Lecturing Style for the College Classroom
2. Lecturing: The First Few Minutes

5. MEDIA

Books/Book Chapters/Pamphlets

1. "Audio-Visual Materials in Instruction," Chapter II-4, Teaching in Higher Education
2. "Motion Pictures," Chapter 12, Instructional Techniques in Higher Education
3. "Instructional Television," Chapter 11, Instructional Techniques in Higher Education
4. "Still Projection Media," Chapter 13, Instructional Techniques in Higher Education
5. "Audio," Chapter 14, Instructional Techniques in Higher Education
6. "Audio-Tutorial," Chapter 19, Instructional Techniques in Higher Education
7. "Audio-Visual Techniques," Chapter 12, Teaching Tips

Self-Instructional Modules

1. Preparing Bulletin Boards and Exhibits
2. Presenting Information with Models, Real Objects, and Flannel Boards
3. Presenting Information with Overhead and Opaque Materials
4. Presenting Information with Filmstrips and Slides
5. Presenting Information with Films
6. Presenting Information with Audio Recordings
7. Presenting Information with Televised and Videotaped Materials
8. Presenting Information with the Chalkboard and Flip Chart

Filmstrip/Tape Materials

1. Using Instructional Aids and Equipment, Unit 5, Competency Based Teacher Education (Filmstrip/Tape)
2. Instructional Media, Unit 14, Designing Effective Instruction (Filmstrip/Tape)

6. TESTING

Books/Book Chapters/Pamphlets

1. "Classroom Testing," Chapter 4, On College Teaching
2. "Examinations," Chapter 16, Teaching Tips
3. "Testing and Grading," Chapter 3, Teaching in Higher Education
4. "Tests," Chapter 11, The Craft of Teaching
5. Modern Measurement Methods
   Writing Tests Which Measure Objectives
   Constructing Teaching Performance Tests
   Using Teaching Performance Tests
   from the Prentice Hall, Teaching Competency Series
6. Test Construction, compiled by Arkansas League for Nursing
7. Multiple Choice Questions: A Close Look, Educational Testing Service
8. Short Cut Statistics for Teacher Made Tests, Educational Testing Service
9. Making the Classroom Test: A Guide for Teachers, Educational Testing Service
10. "Measuring Instruments and Devices," Chapter 14, College Teaching Today
11. "Evaluation Procedures," Chapter 15, College Teaching Today

Self-Instructional Modules

1. Constructing Multiple Choice Test Items
2. Constructing True/False Test Items
3. Constructing Matching Test Items
4. Item Analysis on Objective Tests
5. Constructing and Scoring Essay Questions
6. Performance Testing
7. Construction Guidelines for the Single Best Answer Multiple-Choice Question
8. Establishing Student Performance Criteria
9. Assessing Student Performance: Knowledge
10. Assessing Student Performance: Attitudes
11. Assessing Student Performance: Skills
    from American Association for Vocational Instructional Materials
12. "Measurement," Unit 3, Designing More Effective College Instruction

Slide/Tape Materials

1. Developing and Using Classroom Tests
2. Testing and Grading

Filmstrip/Tape Materials

1. "Criterion Tests," Unit 5, Designing Effective Instruction
2. "Evaluating Achievement," Unit 3, Competency Based Teacher Education

7. OTHER TOPICS

Case Studies

1. "Being There Vicariously by Case Studies," Chapter 10, On College Teaching
2. "Analyzing Reality: The Case Method," Chapter 11, College Teaching Today
3. "Instructional Games, Simulations, and the Case Method," Chapter 15, Teaching Tips

Computers

1. "Computers in the Classroom," Chapter 7, On College Teaching
2. "Computers," Chapter 21, Instructional Techniques in Higher Education
3. "Reading, Programmed Learning, and CAI," Chapter 10, Teaching Tips

Experiential Learning

1. "Experiential Learning," Chapter 23, Instructional Techniques in Higher Education
2. Experience and Learning: An Introduction to Experiential Learning by A. Chickering
3. Experiential Learning in the Community College by B. Heermann

Field Experience

1. "Learning Through Field Experience," Chapter 12, On College Teaching
2. Directing Field Trips (module)
3. "Field Trips," Chapter 14, Teaching Tips
4. Experience Based Learning: How to Make the Community Your Classroom by L. McClure

General

1. "Alternate Teaching Methods," Chapter II-5, Teaching in Higher Education
2. Teaching Techniques, Unit 3, Teaching Effectively (Slide/Tape)
3. Improving Teaching Styles by K. Eble (Ed.)

Group Process

1. "Utilizing Group Processes," Chapter 4, Teaching Strategies for the College Classroom
2. Annual Handbook for Group Facilitators, 1972-1977 by Jones and Pfeiffer
3. Handbook of Structured Experiences for Human Relations Training, Vol.'s 1-6 by Jones and Pfeiffer

Independent Study

1. "Independent Study," Chapter 23, Instructional Techniques in Higher Education
2. "Defining Independent Study," Chapter 6, Teaching in Higher Education
3. "Project Methods and Independent Study," Chapter 8, Teaching Tips
4. Employing the Project Method (Module)

Laboratory Techniques

1. Directing Student Laboratory Experience (Module)
2. "Laboratory Teaching," Chapter 7, Teaching Tips

Learning Contracts

1. "An Experiment with Learning Contracts," Chapter II-7, Teaching in Higher Education
2. "Creating Contract Learning," Chapter 8, On College Teaching
3. "Learning Contracts," Chapter 23, Instructional Techniques in Higher Education

Personalized System of Instruction

1. "Using the Personalized System of Instruction," Chapter 6, On College Teaching
2. "Personalized System of Instruction," Chapter 18, Instructional Techniques in Higher Education
3. "P.S.I.," Chapter 11, Teaching Tips

Programmed Instruction

1. Employing Programmed Instruction (Module)
2. "Programmed Instruction," Chapter 20, Instructional Techniques in Higher Education
3. Programmed Lesson Plans, Unit 14, Designing Effective Instruction (Filmstrip/Tape)
4. "Reading, Programmed Learning, and CAI," Chapter 10, Teaching Tips

Review and Reinforcement

1. Summarizing a Lesson (Module)
2. Employing Reinforcement Techniques (Module)
3. "Review and Practice Procedures," Chapter 9, College Teaching Today

Role Playing

1. "Role Play," Chapter 10, Instructional Techniques in Higher Education
2. "Role Playing and Mocroteaching," Chapter 13, Teaching Tips

Self-Paced Instruction

1. Types of Self-Paced Learning Programs (Module)
2. Planning and Preparing 8 Types of Self-Paced Learning Programs (Module)
3. Introduction to Self-Paced Learning (Filmstrip/Tape)
4. Detailed Analysis of Self-Paced Learning (Filmstrip/Tape)

Simulation/Gaming

1. "Applying Simulation/Gaming," Chapter 11, On College Teaching
2. Employing Simulation Techniques (Module)
3. "Simulation Games," Chapter 17, Instructional Techniques in Higher Education
4. "Simulation Techniques," Chapter 12, College Teaching Today
5. "Instructional Games, Simulations, and the Case Method," Chapter 15, Teaching Tips

Small Group Techniques

1. Employing Brainstorming, Buzz Group, and Question Box Techniques (Module)
2. "Small-Group Techniques," Chapter 5, College Teaching Today

Miscellaneous

1. Demonstrating a Concept or Principle (Module)
2. Demonstrating a Manipulative Skill (Module)
3. Directing Students in Applying Problem-Solving Techniques (Module)
4. Directing Students in Instructing Other Students (Module)
5. Employing the Team Teaching Approach (Module)
6. "Encouraging Creativity," Chapter 13, College Teaching Today
7. Guiding Student Study (Module)
8. Introducing a Lesson (Module)
9. Presenting an Illustrated Talk (Module)
10. Providing Instruction for Slower and More Capable Learners (Module)
11. "The Seminar Method," Chapter 6, College Teaching Today
12. Using Subject Matter Experts to Present Information (Module)

C. DISCIPLINE ORIENTED MATERIAL

1. CHANGE MAGAZINE REPORTS ON TEACHING

Vol. 1 Chemistry, History, Psychology
Vol. 2 Biology, English, Political Science
Vol. 3 Economics, Mathematics, Philosophy
Vol. 4 Geography, Music, Sociology
Vol. 5 Anthropoligy, Foreign Languages, Physics
Vol. 6 Interdisciplinary Studies

2. MICHIGAN STATE REPORTS

Educational Development at Michigan State University 1976-1980

This 5 volume series of reports describes projects at MSU designed by instructors to improve teaching and learning in specific courses or subject matter areas. A rather wide variety of disciplines are covered.

D. READING FILES

1. ADMINISTRATION

Administrative Organization
Administrative Tasks
Change Agents
Conflict Resolution/Management
Decision Making
Leadership
Management by Objectives
Managing the Change Process
Organization Theory
Organization Assessment
Organizational Change
Organizational Development
Organizational Renewal
Performance Feedback/Positive Reinforcement
Supervision
Synergistic Organizations
Team Building

2. EVALUATION

Clinic Faculty Evaluation Process
Curriculum and Program Evaluation
Faculty Evaluation--Articles
Faculty Evaluation--Instruments
Faculty Evaluation--Systems
Institutional Research
Institutional Research Reports
Research Methods

3. GENERAL

Accountability
Affirmative Action
Boards of Trustees
Budget/Finance
Burnout
Campus Security
Community College Bibliographies
Community College Training Programs
Collective Bargaining
Committee Effectiveness
Communications
The Community Junior College
Community Education
Community Services
Contingency Plans
Credit by Examination
Directions for Thesis Preparation
Facilities Planning
Federal Relations to the Community College
Forecasting Methods/Futurism
Grantsmanship

3. GENERAL (Continued)

Higher Education
Human Relations Training
Institutional Environment Assessment
Institutional Goal Setting
Locus of Control
Marketing
Motivation
Open Records/Privacy Amendments
Personnel Policies/Forms
PERT
Planning Methods
PPBS
Problem Solving
Public Relations
School/Community Relations
School Law
Search Committees
State Governance
Stress/Relaxation

4. INSTRUCTION

Adult Education
Advisory Committees
Cognitive Mapping/Learning Styles
Competency Based Education
Computer Assisted Instruction
Community College Curriculum
Co-op Education
Curriculum Development
Curriculum Evaluation
DACUM Process
Designing Effective Instruction
Developmental Education
Experiential Learning
General Education
Grading Systems
Individualization of Instruction
Instructional Improvement
Instructional Design
Instructional Materials for Courses
Instructional Methods/Strategies
Instructional Objectives
Instructional Program Evaluation
Instructional Television
Liberal Education
Management and Evaluation of Instruction
Mastery Learning
Micro-Teaching
Off-Campus Instruction
Pre-Admissions Testing
Principles of Learning
Self Paced Instruction
Simulation Games

4. INSTRUCTION (Continued)

SOLOs
Student Retention
Systems Approach to Instruction
Vocational Education

5. STUDENT SERVICES

Admissions
Advisement
Career Development
Counseling
Follow-up Questionnaires
Human Development
Orientation Programs
Paraprofessionals
Reality Therapy
Registration
Student Development
Student Needs Assessment
Student Services - Organization
Students
Study Habits
Testing
Transactional Analysis

E. SELF STUDY PROGRAMS

1. Program Title: Instructional Awareness Reading Program

Program Objectives:

Upon completing this program, participants will have:
a. Increased their awareness and knowledge of instructional theories, strategies, and designs.
b. Increased their knowledge of emerging issues and concepts in instruction.
c. Increased the likelihood of making improvements in their instruction.
d. Increased their general awareness of the literature on instruction.

Description:

The participants will contract individually with the Director of Staff Development to select, read, and critique books and/or other reading materials related to instruction. The contract will specify the reading materials selected, what the participant hopes to achieve through each reading, and how the reading is to be critiqued.

2. Program Title: Individualized Instructional Improvement Program

Program Objectives:

Upon completing this program, participants will have improved their skills in preparing, implementing, and/or evaluating their instruction.

Description:

The participants will contract individually with the Director of Staff Development to select and work through one or more instructional improvement modules or other instructional improvement training materials. The contract will specify the materials selected and what the participant hopes to achieve as a result of completing the materials.

S E C T I O N VI

GRADUATE COURSE WORK

A. UNIVERSITY OF ARKANSAS

Besides the discipline area courses offered by all graduate schools, the University of Arkansas also offers a number of Higher Education courses that would be helpful to community college staff members. Among the most appropriate courses are:

The Community College and Its Publics
Problems of College Teaching
Community College Instruction
Management in Higher Education

For most of these courses, I keep copies of current syllabi and sample course materials in my office files.

Also, all of the courses leading to masters degrees in education from the University of Arkansas are available at Westark. For further information about registration call Evelyn Steeves at 785-2111 or drop by her office in the Technical Complex, T-602.

B. ARKANSAS STATE UNIVERSITY

From time to time, Arkansas State University will offer one of two courses from their Community College Education Program - The Community College and the Community College Curriculum - here at Westark.

C. NORTHEASTERN OKLAHOMA STATE UNIVERSITY

Northeastern, too, offers community college related graduate courses. However, the unique feature of their program is the "Community College In-Service Development Project." Faculty members participating in this program complete a project here on campus that either contributes to their professional improvement or contributes to the development and improvement of Westark itself. Faculty members may enroll in this program at any time during the year, and upon completing their project, will receive 3 hours of graduate credit in community college education. Travel to Northeastern is rarely necessary, and as of this writing, no out-of-state tuition is charged.

IMPORTANT NOTE: Generally, community college related graduate courses are approved for advancements on the salary schedule. However, if there is any doubt about a specific course, it should be cleared through Dr. Kraby.

S E C T I O N VII

THE LEARNING RESOURCES CENTER

The following is not intended to be a complete guide to the services provided by the Learning Resources Center (LRC). A complete guide to the LRC will be made available to you at a later date. What follows will, however, briefly describe some of the services that could be of most use to you for instructional and professional development.

A. BOOKS/PERIODICALS

A wide variety of books on higher education, the community college, and the teaching-learning process are housed in the LRC, and new volumes are added on a regular basis. An extensive collection of periodicals is also available. Titles of interest include Community College Frontiers, the Community College Review, Improving College and University Teaching, and the Chronicle of Higher Education.

B. GRANTSMANSHIP COLLECTION

Westark's LRC has one of the largest and most complete collections of reference material on grants in the southwest. You will discover information on federal, foundation, and other funding sources, how to apply for the funds, and how to develop grant proposals.

C. ERIC

ERIC is an acronym that stands for Education Resources Information Center. ERIC is a nationwide network of sixteen clearinghouses each of which focuses on a specific area in education. Each clearinghouse seeks out, acquires, reviews, and selects quality material for input into the ERIC data base. Most of the materials in the ERIC collection are not available in the standard resources such as books and professional publications. Every month the latest materials to be added to the ERIC collection are announced in a publication called Resources in Education which lists the author, title, and a concise, objective overview of the contents of each document. The entire document can be ordered from the appropriate clearinghouse in either hard copy or microfiche (a small, plastic card that contains up to 59 pages of material).

The LRC receives Resources in Education on a monthly basis as well as a companion publication called Current Index to Journals in Education. The Current Index provides a current list of all articles in all educational journals by topical area. The LRC also has the microfiche copies of all of the documents from the ERIC Junior College Clearinghouse from 1976 through 1979. The 1980 collection will be added as soon as possible. In order to read the microfiche cards, a special microfiche reader is available. Then, if you needed a copy of all or part of one of the documents, a special printing machine is there to provide those copies in standard 8½ X 11 form.

How can the ERIC system be useful to you? Staff members who are taking courses at the U of A can save time by finding and reading course material here rather than at U of A. They can also find resources for term papers. Those interested in learning about new or different ideas for their teaching area can find a wealth of ideas and materials. Those on committees studying special topics such as instructional television or computer assisted instruction could expect to find numerous resources to assist them in their work.

D. AUDIO-VISUAL EQUIPMENT

The Audio-Visual Department can supply you with just about any piece of equipment that you might need in the classroom. At least 24 hours advance notice should be given to the AV staff when requesting equipment especially for the most often used pieces such as an overhead projector, film projector, slide projector, or video-tape machine.

E. MEDIA PRODUCTION

The AV staff is also trained to produce materials for use in your instruction such as photographs, slides, transparencies, video and audio tapes, charts, graphs, or posters.

APPENDICES

A. CEU PROPOSAL FORM - 3 Copies

B. TRAVEL FUND REQUEST FORM - 3 Copies

C. MINI-GRANT PROPOSAL FORM - 3 Copies

CEU PROPOSAL FORM

1. Objectives -- What are you trying to achieve?

2. Procedures -- What are you going to do to reach the objectives?

3. Rationale -- How will this improve your instruction or add to your professional development?

4. Time Schedule -- When do you expect to complete the project?

5. Number of CEU's requested?

6. Evaluation -- How will the Faculty Development Committee know when you have successfully completed the project?

_____ _____

Date Signature

CEU PROPOSAL FORM

1. Objectives — What are you trying to achieve?

2. Procedures — What are you going to do to reach the objectives?

3. Rationale — How will this improve your instruction or add to your professional development?

4. Time Schedule — When do you expect to complete the project?

5. Number of CEU's requested?

6. Evaluation — How will the Faculty Development Committee know when you have successfully completed the project?

_____ _____

Date Signature

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1. Objectives -- What are you trying to achieve?

2. Procedures -- What are you going to do to reach the objectives?

3. Rationale -- How will this improve your instruction or add to your professional development?

4. Time Schedule -- When do you expect to complete the project?

5. Number of CEU's requested?

6. Evaluation -- How will the Faculty Development Committee know when you have successfully completed the project?

_____ _____

Date Signature

TRAVEL FUND REQUEST FORM

1. What is the nature of the travel (what, where, and when)?

2. What is the relationship between the travel and instructional improvement?

3. What objectives do you hope to achieve as a result of the travel?

4. Projected expenditures. Please list the approximate total cost of the travel, the amount requested from the Faculty Development Committee, and the amount anticipated from your divisional budget.

5. Are you willing to share information gained through the travel in a way that would be beneficial to others at Westark? If so, how?

Date _____ Signature _____

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Date _____ Signature _____

MINI-GRANT PROPOSAL

1. Project Overview:

2. Project Objectives:

3. Project Methodology:

4. Time Schedule:

5. Budget:

6. Evaluation:

_____ _____

Date Signature

MINI-GRANT PROPOSAL

1. Project Overview:

2. Project Objectives:

3. Project Methodology:

4. Time Schedule:

5. Budget:

6. Evaluation:

Date

Signature

MINI-GRANT PROPOSAL

1. Project Overview:

2. Project Objectives:

3. Project Methodology:

4. Time Schedule:

5. Budget:

6. Evaluation:

Date

Signature

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